

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

USHC - 4.3 Outline the course and outcome of the Civil War, including the role of African American military units; impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy. (H, G ,E, P)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In the 4th grade students summarized significant key battles, strategies, and turning points of the Civil War. They also summarized the role of African Americans in the War (4-6.4). Students compared the roles and accomplishments of key figures of the Civil War including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee (4-6.5). They explained the impact of the Civil War on the nation including its effects on the physical environment and on the people—soldiers, women, African Americans, and the civilian population of the nation as a whole (4.6).

In the 8th grade, students compared the military strategies of the North and South with regard to specific events and geographic locations in South Carolina (8-3.5). They also compared the effects of the Civil War on daily life in South Carolina and on various groups of people (8-3.5).

It is essential for the students to know:

The **course and outcome** of the Civil War depended upon the economic resources of the North and the South, the geographic factors that influenced strategy and the military and political leadership that influenced public support.

The Union had far greater **economic** resources including industrial capacity, miles of railroad tracks, manpower and a navy. The South depended on the power of cotton and their trading relationship with Great Britain to provide the manufactured goods and ships that they lacked. However the Union's strategy to blockade southern ports effectively disrupted this trade throughout the war. The North's offensive strategy was based on geography and included splitting the South at the Mississippi River and taking the capitol at Richmond [Anaconda Plan]. The South's strategy was mainly to defend their region until the North tired of the war effort and quit. Confederate forces invaded the North twice in an effort to gain foreign support and hasten the end of the war but were repulsed at Antietam and defeated at Gettysburg. Initially the South enjoyed advantages in both military leadership and **geography**. They were able to effectively move their men and materiel via railroads between battle fronts in the east and the west under the effective leadership of Robert E. Lee. Southerners were also more familiar with their home terrain..

The North, however, had the advantage in **political leadership**. Jefferson Davis, the Confederate president defending the states' rights argument, was not able to get the states of the Confederacy to effectively work together to pursue the war effort. Abraham Lincoln was able to articulate the purpose of the war as the preservation of the Union and democracy and to retain sufficient public support to continue the fight despite initial military defeats.

Lincoln also demonstrated his political skills by his handling of the issue of emancipation of the slaves. Lincoln initially hesitated to free the slaves because he feared this would undermine the unity of the North. When emancipation was announced, it was promoted as a 'military measure' against the South. However, the **Emancipation Proclamation** was a diplomatic and political document. By making a goal

of the war the liberation of slaves, Lincoln made it impossible for the British, whose population was strongly opposed to slavery, to continue to support the Southern war effort. By announcing his intention to issue the Emancipation Proclamation in the fall and not making it effective until the first of the year, Lincoln gave the South a last chance to make peace and keep their slaves. It is important for students to understand that the Emancipation Proclamation did not immediately free the slaves. It did not attempt to free slaves in the regions under Union control or in the border states, those slaves states that did not secede from the Union. Only states in rebellion on January 1, 1863 were commanded to free their slaves and Confederates were not likely to obey the President of the United States. Slaves were then freed as their homeland was captured by Union forces or as they fled to Union lines. Finally, freedom for all slaves was formally legalized by the Thirteenth Amendment at the end of the war. The Emancipation Proclamation allowed **African Americans** to enlist in the United States army as a war measure. With the help of abolitionists, several African American units were formed, most notably the 54th Massachusetts regiment. African American soldiers served with distinction. However, they served in segregated units under the command of white officers. They were poorly supplied and paid less than their white counterparts.

President Lincoln effectively exercised his power as commander in chief and eventually found the right general to win the war. Lincoln was frustrated by his generals until he named Ulysses S. Grant, who had been successful at Vicksburg in cutting the South in half at the Mississippi River, as commander of northern forces. Grant changed the strategy to ‘total war’. William Tecumseh Sherman’s ‘March to the Sea’ and Grant’s unrelenting attacks and siege at Petersburg strained the dwindling economic resources and manpower of the South and brought surrender at Appomattox Courthouse. Students should know the significance of battles at Fort Sumter, Bull Run/Manassas, Antietam, Vicksburg, Gettysburg and Atlanta.

It is not essential for the students to know:

Students do not need to know about the battles of the Civil War except for those listed above. They do not need to know or the names of the generals, except for Lee, Grant and Sherman. They do not need to know about the military innovations of the war such as the emergence of the ironclads, the use of the submarine, the impact of the rifle or the siege. They do not need to study the role women in the war or life on the home front or the conditions of hospitals and the changes in medicine.

Assessment guidelines:

Appropriate assessments will require students to **explain** the course and outcome of the Civil War and the role of African American military units. They should be able to **summarize** the impact of the Emancipation Proclamation on the course of the war and on the lives of African Americans. They should be able to **identify** the geographic, political, and economic factors involved in the defeat of the Confederacy. Students should be able to **interpret** maps, graphs, charts and political cartoons to **infer** their relationship to information about the time period.